Giving Lectures

Learning objective: At the end of this session, participating residents will be able to give an interactive mini-lecture for learners at various levels of training.

1. Lectures
   - Lecturing is a familiar method of clinical teaching—and a difficult one to use well.
   - Throughout their careers, physicians may be asked to give lectures for learners, colleagues, patients, or others.
   - The challenge of lecturing is to make it interactive so attendees learn from it.
   - For resident teachers, lectures may range from brief talks (1-2 learners) to longer lectures (e.g., grand rounds).

2. The “LECTURE” approach to giving interactive presentations

Learning objectives
   - In any teaching situation, it is important to clarify the goals of the session: the learners’ goals, then your goals.
   - For lectures, teachers explain goals in the form of behavioral learning objectives: the specific behaviors we expect attendees to be able to do after participating in the session.
Example: “After participating in this session, students will be able to describe one treatment strategy for acute low back strain.”

Clarify why the audience needs to hear about this topic.

**Evaluation**

- As always, teach through questioning: in this case, by taking time early in the session to evaluate your attendees’ prior experience and knowledge base for the topic you’ll be discussing.
- If they just had a lecture last week on the same topic, you can adjust your talk to fill in gaps in their knowledge rather than repeating what they already know.
- What are the attendees’ own learning goals for this session?
- Establish a positive learning climate by giving attendees permission to reveal their limitations and learning needs.

**Control of session**

- As the teacher and leader, you control the teaching session, so don’t hesitate to take charge and make adjustments.
- How can you best organize the session to achieve your learning objectives?
  - Before the talk, spend some time organizing your material.
- Well-designed audiovisual materials (projected images, handouts, writing on
board) are an evidence-based means of enhancing learning.\textsuperscript{1,2}

- Don't forget that audiovisuals must be legible in order to be effective.

- **Pace your talk** within the time you have. You don't need to “cover” all material.

**Talk**

- During your talk, certain techniques will enhance your presentation:
  - Make your talk personal: Use humor if it comes naturally to you, or include a brief story.
  - Speak in your natural conversational style, rather than reading a “canned” script (which causes somnolence).
  - Move around and gesture in whatever way feels right, as long as you avoid letting anxiety cause you to pace or use repetitive gestures.
  - Avoid apologizing as you speak.
  - Look at each audience member rather than at the slides or board.

**Understanding**

- Help attendees **understand** the topic by asking them to analyze and synthesize the material.\textsuperscript{3}

**Retention**

- Help attendees **retain** what they've learned by encouraging review of facts and concepts.\textsuperscript{7}
Education

- Make at least brief mention of learning resources that attendees can use after the session (articles, online resources).
- As always, encourage self-directed learning: what would attendees like to do to enhance their own learning?

References:

2. Schwenk TL, Whitman N. Residents as Teachers: A Guide to Educational Practice. Salt Lake City: Department of Family and Preventive Medicine, University of Utah School of Medicine, 1993:84.